

Early Childhood Outcomes (ECO) for Preschoolers: Alignment with Iowa's Early Learning Standards and Guidance for Discussing the Early Childhood Outcome Areas

ECO AREA	ALIGNMENT WITH IOWA'S EARLY LEARNING STANDARDS	CONVERSATION STARTERS Use these questions to guide the IEP Team's discussion of the child's performance for each area of the Early Childhood Outcomes. These questions are NOT designed to be a checklist of performance but to help the team understand what information about the child's skills and behaviors, across settings and situations, relates to each of the Early Childhood Outcome areas. These questions can also provide a way to focus the team's discussion.
Children have positive social-emotional skills (including social relationships).	INFANT AND TODDLER Standards: 3.1 Display a positive awareness of self. 3.2 Show increasing awareness of and ability to express emotions in socially and culturally appropriate ways. 3.3 Develop and maintain positive relationships with significant caregivers. 3.4 Respond to and initiate interactions with other children. 3.5 Demonstrate a sense of comfort within their family, program, community and culture. PRESCHOOL Standards: 9.1 Express a positive awareness of self in terms of specific abilities, characteristics and preferences. 9.2 Show increasing ability to regulate behavior and express their emotions in appropriate ways. 9.3 Relate positively to caregivers who work with them. 9.4 Develop the ability to interact with peers respectfully and to form positive peer relationships. 9.5 Have an increasing awareness of belonging to a family, community, culture and program.	Think about relating to adults and children; and following rules related to groups or interacting with others. How does the child display his/her emotions? In what situations and ways does the child express delight or display affection? How does the child read and react to the emotions and expressions of others? Does the child display an awareness of rules and expectations? How? Does the child behave differently in different contexts (e.g., quieter in church, more active outside)? In the child's interactions, are there behaviors that may interfere with relationships or seem inappropriate in interactions expected of the child's age (e.g., screaming, biting, and tantrums)? How often does this occur? In what situations does it occur/not occur? How does the child display awareness of routines? How does the child respond to transitions in routines or activities? Are the child's actions different from familiar transitions versus new transitions or different across settings or with different people? How does the child relate to his/her parents and with familiar caregivers (e.g., child care provider)? How does the child interact with other children in various settings and situations (e.g., at child care, preschool, park, stores, etc.)? How and in what situations does the child interact with others in mutual activities (e.g., joint attention, communicate to convey desire to engage, initiate interaction or play, participate in games)? How does the child interact with/respond to people in community settings (e.g. park, library, grocery store, church, restaurants, etc.)? How would you expect other children of this age to act in various settings and situations?

ALIGNMENT WITH IOWA'S CONVERSATION STARTERS **ECO** EARLY LEARNING STANDARDS Use these questions to guide the IEP Team's discussion of the **AREA** child's performance for each area of the Early Childhood Outcomes. These questions are NOT designed to be a checklist of performance but to help the team understand what information about the child's skills and behaviors, across settings and situations, relates to each of the Early Childhood Outcome areas. These questions can also provide a way to focus the team's discussion. **INFANT AND TODDLER Standards:** Think about reasoning, remembering, thinking and problem solving; understanding symbols; and understanding the 2.3 Demonstrate strategies for reasoning and problem physical and social worlds. solving. 4.1 Understand and use communication and language for a variety of purposes. What does the child do when he/she tries to solve a 4.2 Engage in early reading experiences. problem (e.g., overcome an obstacle/problem interfering 4.3 Engage in early writing activities. with something)? 5.1 Show increasing understanding of comparisons and What does the child do if an action or a strategy attempted amount, including the use of numbers and isn't successful (e.g., how does he/she try to modify counting. approach, show persistence, etc.)? 5.2 Understand patterns. Does the child use something learned at one time at a later 5.3 Show increasing understanding of spatial time or in another situation? (Including early language/communication and early literacy) relationships. How does the child imitate others' actions (e.g., peers, 5.4 Observe, describe and predict the world around adults) across settings to learn or try new things? Does the child display an awareness of the distinctions Children acquire and use knowledge and skills. 6.1. Explore art though a variety of safe two-and threebetween things (e.g., object characteristics, size differences, differences in object functions)? dimensional media. 6.2 Participate in a variety of rhythm, music and How does the child interact with books, pictures and print? movement experiences. 6.3 Engage in dramatic play experiences. How does the child demonstrate her/his understanding of symbols into concepts, communication and play? **PRESCHOOL Standards:** How does the child use the words and skills she/he has in 7.4 Develop small motor skills to play with various everyday settings and situations? objects, use scissors and scribble/draw with How does the child understand and respond to directions crayons/markers/writing tools. and requests from others? 8.3 Demonstrate strategies for reasoning and problem * How does the child use materials to have an effect (e.g., drawing materials, tools, etc.)? solving. How does the child's play suggest understanding of 10.1 Understand and use communication and language familiar scripts for how things work, what things are for a variety of purposes. 10.2 Engage in early reading experiences. related, what comes next and memory of previous actions 10.3 Engage in early writing experiences. in settings and situations? How would you expect other children of this age to act 11.1 Understand amount, including numbers and counting. in various settings and situations? 11.2 Understand patterns. 11.3 Understand shapes and spatial relationships. 11.4 Observe, describe and predict the world around them. 11.5 Apply and adapt strategies to solve problems. 11.6 Understand comparisons and measurement. 12.1 Explore art though a variety of media. 12.2 Participate in a variety of music and movement experiences. 12.3 Engage in dramatic play experiences.

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Children use appropriate behaviors to meet their needs.	 INFANT AND TODDLER Standards: 1.1 Participate in healthy and safe living practices. 2 Engage in play to learn. 3 Develop large motor skills. 4 Develop fine motor skills to perform self-help tasks. Express curiosity and initiative in exploring the environment and learning new skills. Purposefully choose, engage and persist in experiences and activities. PRESCHOOL Standards: Understand healthy and safe living practices. Engage in play to learn Develop large motor skills. Develop fine motor skills to perform self-help tasks. Express curiosity, interest and initiative in exploring the environment, engaging in experiences and learning new skills. Purposefully choose and persist in experiences and activities. 	 Think about taking care of basic needs; getting from place to place; using tools; and contributing to child's own health and safety. Does the child show awareness of situations that might be dangerous (e.g., to drop-offs, hot stoves, cars/crossing streets, strangers, etc.)? How does the child get from place to place when desired or needed? What does the child do when she/he wants something that is out of reach or hard to get? What does the child do when she/he cannot get or doesn't have what she/he wants? How does the child get started playing with toys? What does the child do when he/she is interested in a different toy than he/she has? How does the child respond to challenges? What does the child do when she/he is bored? How does she/he amuse her/himself or seek out something fun? What does the child do at meal or snack time? Are there differences across settings and with different people? What actions does the child perform when dressing and undressing? What are the child's actions/reactions with regard to toileting and hygiene (e.g., tooth brushing, washing hands/face, blowing nose, etc.)? How would you expect other children of this age to act in various settings and situations?